The New Integrative Core

Spring 2016
Key Word: **Integration**

- University Learning Goals
- Disciplines
- Core with Majors
- Specific Skills
- Assessment
Part I:
THE UNIVERSITY LEARNING GOALS
INTELLECT

John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

- Develop habits of critical analysis and aesthetic appreciation
- Understand the religious dimensions of human experience
- Demonstrate an integrative knowledge of human and natural worlds
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Demonstrate a capacity to engage in respectful civil discourse
CHARACTER

John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection
- Understand, value, and respect their own and others’ talents, unique characteristics, and socio-cultural identities
- Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good
- Practice mature decision making and care for the whole person
- Act competently in a global and diverse world
LEADERSHIP

John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Live responsibly in accord with their personal belief system

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.
SERVICE

John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice
- Work actively toward creating a more inclusive, welcoming, and just community
- Serve in their communities as engaged citizens and advocates

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.
- Demonstrate an integrative knowledge of human and natural worlds
- Develop habits of critical analysis and aesthetic appreciation
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Act competently in a global and diverse world
- Understand and promote social justice
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Understand the religious dimensions of human experience.

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.
Part II:
INTEGRATIVE CORE STRUCTURE
Foundational Competencies
Foundational Competencies

• EN 120-121
  – Developmental Writing I – II
• EN 125
  – Seminar on Academic Writing
• HP 101
  – Honors Colloquium: Life of the Mind
Foundational Competencies

• CO 125
  – Speech Communication
Foundational Competencies

• QA (MT 119)
• QA: Science, Business, and Humanities (ER 115)

• Analytical Chemistry (CH261/3)
• Business and Econ Statistics (EC 208)
• Elementary Statistics (MT 122)

• GIS (PO 203)
• Making Sense of Data (ED 101)
• Political Analysis (PO 105)
• Probability & Statistics (MT 229)
• Statistics for the Biological Sciences (MT 228)
• Statistics in Sports (SPS 122)
Languages

- Continuing a previously studied language?
  - Complete through 201

- Starting a new language?
  - Take 101 and 102

- Arabic
- Chinese
- French
- German
- Greek
- Italian
- Japanese
- Hebrew
- Latin
- Russian
- Slovak
- Spanish
The Heart of the New Core

Integrated Courses

Jesuit Heritage

Foundational Competencies
Integrated Courses

Examining the Human Experience

- A linked pair of courses from 2 different disciplines
- Focus on
  - understanding of humanity
  - writing
  - aesthetic appreciation
Integrated Courses

Examining the Human Experience

- The Atlantic World (EN/HS)
- The Beat Generation (AH/EN)
- Communication (CO/EN)
- Ethics & Aesthetics (AH/TRS)
- Gender Issues (HS/SC)
- Ireland (EN/PL)
- Imperialism (EN/HS)
- Japan (HS/SC)
- Plato (PL/PO)
- Pop Culture (EN/PL)
- Religious Enthusiasm (HS/TRS)
- Religion, Food, and Culture (IC/TRS)
Integrated Courses

Exploring the Natural World

- A linked pair of courses from 2 different disciplines (at least one natural science)
- Focus on
  - scientific reasoning
  - writing
  - quantitative analysis

Languages:
- FW
- FO
- QA
- LANG

Foundational Competencies
Integrated Courses
Exploring the Natural World

- Climate Change/Environmental Literature (BG/EN)
- Detective Fiction/Forensic Chemistry (CH/EN)
- Ideas and Health (CH/ER)
- Inquiry (CH/PH)
- Language and Linguistics (BG/EN)
- Origins: Science and Philosophy (BG/PL)
- Science and Innovation (EP/ER)
Integrated Courses

Engaging the Global Community

A single course, either
– team-taught, or
– offered as part of a faculty learning community

• Focus on globalism and diversity
  – writing
## Integrated Courses

### Engaging the Global Community

#### Team-Taught
- Global Debt *(PO/SC)*
- Japanese Pop Culture *(HS/IC)*
- Peace After Empire *(EN/HS)*
- The Silk Road *(AH/TRS)*

#### Learning Communities
- Cultural Encounters *(EN/HS/PO)*
- Globalization *(EN/HS/SC)*

---

**EGC**

**FW**

**FO**

**QA**

**LANG**

**Foundation Competencies**
Integrated Courses

EHE
ENW
EGC

FW
FO
QA
LANG

Foundational Competencies
Jesuit Heritage
Theology and Religious Studies

Two courses

– 101
  (service learning options)
– Any course from the 200- or 300-level

Foundational Competencies
Jesuit Heritage

Philosophy

One courses from each category

- Knowledge and Reality
  - focus on critical thinking

- Values and Society
  - focus on ethics

Foundational Competencies

FW
FO
QA
LANG
Jesuit Heritage

Issues in Social Justice

One course

– Equality and dignity of all persons
– Providing opportunities
– Understand systemic injustice
– Empowered to act

Foundational Competencies
Jesuit Heritage

Issues in Social Justice

- African American History (HS)
- African History/Autobiography (HS)
- American Constitutional Development (PO)
- American Immigration in Literature (EN)
- Christian Resistance in Latin America (TRS)
- Environmental Justice (SC)
- Exploitation & Resistance in the Caribbean (HS)
- Gender and Violence (WGS)
- Global 20th Century History (HS)
- History of Medicine (HS)
- History of Sexuality in America (HS)
- The Holocaust (HS)
Jesuit Heritage
Issues in Social Justice

- International Relations (PO)
- Introduction to Human Rights (HS)
- Latin American Military Dictatorships (HS)
- Media Stereotyping (CO)
- Middle East in Film and Media (PO)
- Multicultural Education (ED)
- Native American History (HS)
- Poverty & Entrepreneurship (ER)
- Poverty & Social Justice (PJHR)
- Poverty in American Literature (EN)
- Poverty, Welfare, & Social Justice in the U.S. (SC)
- Prisons & Human Rights (PL/SC)
Foundational Competencies

Jesuit Heritage

Issues in Social Justice

- Public Health & U.S. Society (SC)
- Queer Studies (EN/WG)
- Revolutionary Europe (HS)
- Slavery & Abolition (HS)
- Social Entrepreneurship (ER)
- School & Society (ED)
- U.S. History to 1877 (HS)
- Wrongful Convictions (PO)

- Women & Media (CO)
- Women in Art (IC)
- Women’s & Gender Studies (WGS)
Jesuit Heritage
Creative and Performing Arts

One course (1+ cr. hr.)
– Engage in the creative process

Foundational Competencies
Jesuit Heritage
Creative and Performing Arts

- **Acting**
  - Classical Drama in English (CL)
  - Improvisation (CO)
  - Introduction to Theatre (CO)
  - Oral Literature Interpretation (CO)
  - Performance in Media (CO)
  - Stage Action (CO)

- **Creativity**
  - Problem Solving (ER)

- **Dance**
  - Modern
  - Ballroom/Social

- **Media Production**
  - Audio Production (CO)
  - Practicum in *Carroll News, Radio, Theatre*
Jesuit Heritage
Creative and Performing Arts

- **Music**
  - Instrumental Ensembles: Brass, Jazz Band, Strings, Winds
  - Lessons: Guitar, Voice
  - Vocal Ensembles: Schola Cantorum, Chapel (FA)

- **Visual Arts**
  - Digital Photography (CO)
  - Japanese Calligraphy (IC)
  - Japanese Ikebana (IC)

- **Writing**
  - Creative Writing (EN)
  - Fiction Workshop (EN)
  - Poetry Workshop (EN)
  - Screenwriting (CO)
Jesuit Heritage

Foundational Competencies

- TRS 200/300
- ISJ
- TRS 101
- PL K&R
- CAPA
- PL V&S
Integrated Courses

Jesuit Heritage

Foundational Competencies

FW
FO
QA
LANG
Requirements in the Major

Integrated Courses

Jesuit Heritage

Foundational Competencies

FW
FO
QA
LANG
Additional Writing

Additional Presentation

Capstone

Major Requirements
Major Requirements

Each major must designate at least one course that provides students process-oriented discipline-specific writing instruction.

Students in the course should produce polished writing, typically 3,000-3,750 words (12-15 pages) across the course of the semester.
Major Requirements

At some point, each major must provide some instruction on discipline-specific expectations for public presentation.

Each student must give a short presentation (either informative, persuasive, or argumentative) that is addressed to a particular real audience.
Major Requirements

An experience (typically junior or senior year) which represents the culmination of the student’s academic experience.

- May be a course, created work or product, or something experiential
- Requires the disciplined use of skills, methodology, and knowledge taught through the curriculum.
- Should involve synthesis, reflection, and/or research.
- May allow students to demonstrate emerging professional competencies.
Foundational Competencies
Languages
Integrated Courses

- EHE
- ENW
- EGC

FW   FO   QA   LANG
Part III:

INTEGRATED DISCIPLINES
The **Integrated Courses** require faculty and students to integrate perspectives from multiple disciplines.

**Quantitative analysis courses and writing/presentation in the major** require those topics/pedagogies to be grounded in a specific disciplinary context.
The Requirements in the Major ensure that the Core and the major are connected...

Core with Majors
... but courses from most other categories can also satisfy major or minor requirements.
Part IV: INTEGRATED COMPETENCIES
Writing is an important focus of the **Foundational Writing** course, the **Languages** requirement, all five **Integrated Courses**, and the **Additional Writing** requirement.

**Competency in Written Communication**
Competency in Oral Communication

Speaking is an important focus of the Foundational Oral course, the Languages requirement, and the Additional Presentation requirement.
QA skills are an important focus of the **QA** course and at least one of the **Natural World** pair of courses.
Competency in Technological/Information Literacy

These skills are featured in the research that informs both written and oral communication.

QA classes must include technology.
Part V:

INTEGRATED LEARNING GOALS
Demonstrate an integrative knowledge of human and natural worlds.
Develop habits of critical analysis and aesthetic appreciation.
Develop habits of critical analysis and aesthetic appreciation.
Apply creative and innovative thinking.
Communicate skillfully in multiple forms of expression.
Act competently in a **global** and diverse world.
Understand and promote social justice.
Apply a framework for examining ethical dilemmas.
Understand the religious dimensions of the human experience.
Part V:

INTEGRATED ASSESSMENT
Articulate what students will know/be able to do at conclusion of course/program/degree.
Articulate what students will know/be able to do at conclusion of course/program/degree

Align goals with other goals, instruction, requirements, assignments
Articulate what students will know/be able to do at conclusion of course/program/degree

Align goals with other goals, instruction, requirements, assignments

Choose at least one direct and one indirect measure for each goal.
Articulate what students will know/be able to do at conclusion of course/program/degree

Align goals with other goals, instruction, requirements, assignments

Use assessment results to make changes moving forward

Choose at least one direct and one indirect measure for each goal.
Application shows that course meets requirements and that assignments will measure desired learning.
Application shows that course meets requirements and that assignments will measure desired learning.

While teaching, the instructor scores the assignments on a standard rubric.
Application shows that course meets requirements and that assignments will measure desired learning.

While teaching, the instructor scores the assignments on a standard rubric.

The Committee scores student work across multiple sections.
Application shows that course meets requirements and that assignments will measure desired learning.

While teaching, the instructor scores the assignments on a standard rubric.

Results drive changes to the Core and provide feedback to instructors.

The Committee scores student work across multiple sections.